



Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE

0991/41

Paper 4 Listening (Extended)

October/November 2023

TRANSCRIPT

Approximately 50 minutes

This document has **12** pages. Any blank pages are indicated.

TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE, November 2023 examination in English as a Second Language.

Paper 4, Listening.

Welcome to the exam.

In a moment, your teacher is going to give out the question papers. When you get your paper, fill in your name, Centre number and candidate number on the front page. Do not talk to anyone during the exam.

If you would like the recording to be louder or quieter, tell your teacher NOW. The recording will not be stopped while you are doing the exam.

Teacher: please give out the question papers, and when all the candidates are ready to start the test, please turn the recording back on.

[BEEP]

TRACK 2

R1 Now you are all ready, here is the exam.

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than three words, or a number, for each answer.

You will hear each recording twice.

R1 Question 1

(a) What does the man most recommend visiting in the town?

(b) Which area of the town does the man think it is best to stay in?

M: male, thirties, colleague, UK accent

F: female, thirties, colleague, mild Australian accent

F * How was your weekend? Did you go to that town you told me about?

M Yes – it was great. The museum is worth a visit, but I wouldn't miss the castle, if you've only got time to do one thing. There's a big market in the town too, if you're there on a Saturday.

F What about accommodation?

M There were two areas to choose between. We booked into a small hotel near the station – it was so convenient, though it was quite noisy, so I'd say to go for the other option, near the river, as it isn't too far to walk there.

F Will you send me the details?

M Sure! **

Pause 00'10"
 Repeat from * to **
 Pause 00'05"

R1 Question 2

- (a) Which product does the woman have a problem with now?
 (b) What does the woman want the company to email her?

F: female, forties, UK accent

F: * Hello. I'm phoning about an order I placed with your company two weeks ago – the order number is 743192 – I was expecting to receive it last week. The laptop didn't arrive until yesterday, which is fine. This morning, the printer was delivered though it's the wrong model. Could you look into this, please? Also, when I placed the order, I was told that I would be sent the receipt and the guarantee by email, along with the instructions. I've got the first two of these, but not the last. Please could you send them, as soon as possible? Thank you. **

Pause 00'10"
 Repeat from * to **
 Pause 00'05"

R1 Question 3

- (a) What is the man looking for?
 (b) What password do the man and woman agree to use?

*M: male, thirties UK accent
 F: female, thirties UK accent*

F: * Ahmed, there's a pile of post for you here.

M: Oh, yes ... I've already opened some of it. I finally got my new credit card, which I've been waiting for for ages. Have you put the electricity bill somewhere? I need that so I can set up an online account with the power company.

F: Here it is.

M: Thanks. So, the username for the account will be our email address. What shall we use as a password? We want a single word ... 'technology'? That's relevant – what do you think?

F: What about 'energy' – that should be easier to remember.

M: Yes ... though it's a bit short.

F: OK – let's go for your idea then. **

Pause 00'10"
 Repeat from * to **
 Pause 00'05"

R1 Question 4

- (a) What does the man still need volunteers to help with at the race?
- (b) What is in the centre of the race map?

M: male, twenties, mild US accent

M: * Thanks for volunteering to help at today's race. We couldn't do it without you all! Most of you have already signed up for specific roles – quite a few of you are giving directions to the runners; others are handing out water. If anyone's available for checking registrations, come and see me in a minute. Anyway, I've just given you all a map of the race – have a quick look at it – the starting point is at the top, and the finishing line is in the middle. The first aid tent is below that, which is where we'll go next. Let's walk over there, then I'll give you some more information. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 That is the end of the four short recordings. In a moment you will hear Exercise 2. Now look at the questions for this part of the exam.

Pause 00'20"

TRACK 3**R1 Exercise 2**

You will hear a headteacher telling students about their new school building. Listen to the talk and complete the details below. Write one or two words, or a number, in each gap.

You will hear the talk twice.

M: male, fifties, UK accent

M: * Hello everyone. I want to start this morning with a brief update on our new school building!

As you know there have been three main stages in the building project – firstly planning, and we welcomed input from you, parents and teachers. The next step, design, went on for slightly more time than we predicted. But I'm very excited to tell you that the construction phase has now finished, ahead of schedule.

So, let me give you some more details. First – we want the whole building to be a really welcoming place, and one that you will all feel proud to come to each day. Above all though, it is going to be flexible, and what that means is that we can use different spaces for different purposes. For example, we can easily use the hall for meetings, concerts, and even as a learning space.

Next, the classrooms. You will notice how light they now are, thanks to larger windows, and also how the sound is much better too – even when the corridors are full at break times, they should still be quiet with the doors closed. This was important, but not straightforward to achieve!

Talking of break times – on the third floor, you'll find Rooftops – that's the café where you can buy drinks, snacks or lunch, or bring your own food and meet your friends. The name was inspired by the view, which I think you will all be quite impressed with.

I'm sure you will all love the new facilities in the building too, and these are nearly all completed, apart from the art studio, as some of the equipment won't be installed for another month. You won't have to wait to see the new science lab though. This has more space than our previous one, which I'm sure you'll all agree is a good thing.

As the school is located right in the city centre, we wanted the local community to be part of our school too. We received a generous donation from a local businessman which allowed us to build several music practice rooms. They will be open for students to use after school hours, as will the sports centre, which anyone living in the area will also be able to make use of for a small charge.

So, the big question you all have is when are we moving in? Well, the decorators are due to complete their work in November, which means that we can occupy the building at the start of December. That will be for support staff only though – it won't be until early January that classes will take place there.

Before then, we want you all to become as familiar as possible with the new building and find out where everything is. So, we are putting together a display for you to look at, showing where all the rooms are, what they will look like, and so on. We considered having a tour of the building, though not all areas are currently accessible. So, come and take a look, next week, in the corridor outside the library.

OK – has anyone got any questions? **

Pause 00'30"

R1 Now you will hear the talk again.

Repeat from * to **

Pause 00'30"

R1 That is the end of the talk. In a moment you will hear Exercise 3. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 4

R1 Exercise 3

You will hear six people talking about clothes. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

R1 Speaker 1

M: male, twenties

* I've got three younger sisters, and when we were growing up my mum used to spend all her time sewing – most of the stuff we wore was handmade! It must have saved her lots of money. And even now, it's really convenient if I buy something that I want to shorten, or to change the buttons on – Mum'll do that for me. That's a good thing, as I can't help stopping by my favourite shop practically every Saturday, and rarely leave without a bargain ...

Pause 00'10"

R1 Speaker 2

F: female, twenties, light Australian accent

In my teens, I used to hang out with a group of girls and we all loved clothes. So whenever we went out, we'd be round someone's house beforehand, trying on everything in their wardrobe. We all had masses of stuff – we'd buy things that were really cheap so they'd fall apart in no time. Nowadays it's great that lots of people donate their unwanted clothes to shops that then sell them for charity. These places are where I choose to go now. I've found some of my favourite outfits in them!

Pause 00'10"

R1 Speaker 3

M: male, thirties, light US accent

I've discovered some awesome companies that you can get real designer stuff from. They're ideal if you want something that you'll probably only wear the one time – they only charge you for as long as you need it. Then you send it back and they even clean it, so it's ready for the next customer. I used to love shopping – my friends and I were always in town at the weekend looking for something cool to wear – now I don't buy half as much as I used to.

Pause 00'10"

R1 Speaker 4

F: female, thirties

There're so many shops on the high street now that sell clothes really cheaply – at weekends you see people coming out with bags full of clothes. I bet most of them are only worn once before they end up in the back of a cupboard at home. These people could make a fortune by selling what they don't wear anymore – it's so easy to do online! Personally I'm really into sewing now – you can't beat creating your own outfits by hand. I honestly don't know why it isn't more popular.

Pause 00'10"

R1 Speaker 5

M: male, twenties

What I've learned over time is that you get what you pay for – if you buy cheap clothing, you might be able to afford more of it, but it won't last. I go for the opposite approach now, and try to look after what I've got. I bought a really nice suit that I wore when I graduated from university. Most of my friends rented theirs, but I've worn mine since then for other events. Actually I've been asked more than once to lend it to someone, but I always say no!

Pause 00'10"

R1 Speaker 6*F: female, twenties*

I've got far too many clothes, but that means I can always find something to wear, whatever the occasion. Whenever anyone I know is looking for something particular, I'll have something for them – they return the favour too! Every now and then, I consider getting rid of some things. Actually, people make lots of money these days by selling what they don't want any more – it's better than throwing clothes away! I've bought a few things this way, though sometimes it's hard to tell from photos what condition something's in. **

Pause 00'10"

R1 Now you will hear the six speakers again.

Repeat from * to **

Pause 00'30"

R1 That is the end of Exercise 3. In a moment you will hear Exercise 4. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 5**R1 Exercise 4**

You will hear an interview with a woman called Lina Edwards, who runs a flower-arranging business. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick in the appropriate box.

You will hear the interview twice.

*M: male, interviewer, thirties, mild US accent**F: female, thirties, UK accent***M:** * Hello Lina, thank you for coming here today.**F:** You're welcome!**M:** So, what made you decide to set up a flower-arranging business?

F: Well, I've loved flowers ever since I was little – I used to pick flowers everywhere I went. Then, I remember one particular outdoor event in my town several years ago, which had the most amazing flower arrangements all along the road. The person I'd gone there with spotted some flowers that she thought would be perfect for her wedding, and I offered to arrange them for her. Doing that made me realise it could be more than just a hobby!

M: Did you have to learn much about how to work with flowers?

F: Well, at that time, I was a receptionist in an office, and didn't want to give that up immediately as I needed some regular income. I probably could've got a job in a store selling flowers, but then I discovered an evening class at my local college which taught me all the basics. Actually, my cousin did it with me, so we ended up spending all our spare time practising together!

M: What skills do you need as a professional flower arranger?

F: I'd say there are several ... Obviously, you need to be artistic, so you can produce something that's appealing to look at. It's also important to know what needs doing and when – if you need a particular colour of rose for an arrangement but have forgotten to order any, that could cause a real problem! There's also the customer-service side of the job – some people can be quite tricky to deal with. That's something that might not occur to everyone when they're thinking about this type of work.

M: What would you say is most challenging about working with flowers?

F: Well, clearly they don't stay fresh for long, so you have to work quickly. And carefully too, of course – flowers are delicate things! What you really need to think about though is how to present them – if you choose the wrong container, that's too big, for example, they won't stand upright or the display just looks messy. That's something that takes most people a while to get used to.

M: Right. What's your favourite flower, Lina?

F: Oh, you wouldn't believe how often I get asked that – but I don't mind. To be honest I love all of them – and each is special for a different reason. I used to try to come up with a response but quickly realised that it depended on the occasion, or the time of year, or what I was working on – and I'd quickly change my mind!

M: How environmentally friendly would you say your business is?

F: Well, in some ways it is, and in other ways not – the main issue is our carbon footprint, as we rely heavily on imported flowers from other countries. It's hard to avoid that, though we've started to use an electric car to deliver locally, instead of the old van I had before. I'm also looking into an alternative to the plastic wrapping that we use lots of – that would be a step in the right direction.

M: That's good to hear. So, what sort of projects have you done recently?

F: Actually I've had an interesting year. Probably the highlight was doing flower arrangements for a cruise company – to celebrate a special occasion, they had flowers everywhere on board, and it looked amazing when we'd finished! Also, in the summer I was asked to award prizes in a regional flower show, which was fun. That was on television too!

M: And finally, what plans do you have for the future?

F: One thing I'm working on is a beginners' guide to flower arranging – I'm aiming to have that published very soon. It'll have beautiful pictures in it... You can see some of them online, as I've been keeping a blog for a while. But I've got so many orders coming in now that I've realised I need a second pair of hands, so before anything else I'm taking on a student to do some work experience with me. I'm looking forward to that!

M: Thank you, Lina! *

Pause 00'20"

R1 Now you will hear the interview again.

Repeat from * to **

Pause 00'30"

R1 That is the end of the interview. In a moment you will hear Exercise 5. Now look at the questions for this part of the exam.

Pause 00'30"

TRACK 6**R1 Exercise 5 Part (a)**

You will hear a man giving a talk to a group of students about air traffic control. Listen to the talk and complete the notes in Part (a). Write one or two words only in each gap.

You will hear the talk twice.

M: male, fifties, UK accent

* Welcome to the airport.

Have you ever looked up at a plane flying overhead, and wondered where it's going? You may just think it's heading in a general direction, for example, east. But actually, between take-off and landing, each plane follows a very precise route. It's almost as if there are motorways above us, though the complex system of airways that actually exists isn't something that's visible.

Each plane is guided from one airport to another by air traffic control – that's the method of moving aircraft safely and efficiently through the airspace. The people who work in air traffic control have specific roles. So, guiding aircraft that are flying at high altitude is done by an area controller, and managing aircraft that are descending is done by an approach controller. There's also an airport controller, who helps each aircraft to move between the runway and its parking space.

If you've been in a plane before, you'll no doubt realise that it isn't simply a matter of flying towards the airport and landing – planes have to wait their turn in a queue. Look at the sky above a busy airport, and you'll notice times when several aircraft are flying overhead in a large circle at different heights. The official term for this is a holding pattern, and this is one aspect of a flight that's managed by air traffic control.

If I asked you to look at a picture of an airport, and to identify where air traffic controllers are based, you would most probably point at the tower, because it's tall enough to allow a clear view all around. Although this answer is partially correct, in fact the majority of air traffic controllers work in a control centre – a building which may resemble an office block, and may be some distance from the airport. Much of the work they do involves looking at several computer screens rather than having direct sight of each plane.

So, what makes a good air traffic controller? Well, there's no doubt that accurate English is necessary, especially as the pilot and controller may have different first languages. And being effective at problem-solving is another ability that's needed. Concentration is key though – a controller must be able to give one hundred percent of their attention to what they are doing, without distraction, for extended periods of time. It's not a job that anyone can do, by any means! **

Pause 00'25"

R1 Now you will hear the talk again.

Repeat from * to **

Pause 00'30"

R1 Part (b)

Now listen to a conversation between two students about an unusual airport in Scotland, and complete the sentences in Part (b). Write one or two words only, or a number, in each gap.

You will hear the conversation twice.

M: male, late teens

F: female, late teens

- M:** * We need to decide which airport to talk about for our presentation next week ...
- F:** Yeah. I like our idea of going for an unusual one ... There's one on a tiny island in the northwest of Scotland ...
- M:** It's not Barra airport is it?
- F:** Yes!
- M:** I've been reading about that too! It's the only airport in the world where regular flights use a beach for landing and taking off!
- F:** My uncle's been to that island, and he visited the airport – apparently, it's a tourist attraction! You'll see people on the beach there, though obviously not when a plane's about to land, and what they're up to is gathering shellfish. In spring, the land around the beach is covered in wildflowers. He says it's stunning!
- M:** I think I read there are just one or two flights a day. I thought that might depend on the season, but planes use the airport all year.
- F:** It's the tides that affect when they can depart and arrive though, isn't it – the beach isn't accessible for half of the day!
- M:** It's hard to imagine!
- F:** We're talking about tiny planes though – each one only carries up to 19 people, plus crew.
- M:** I wrote down a few more numbers ... Hold on ... Here – what do you think 1400 refers to?
- F:** Umm ... the annual number of people who fly in and out of the airport?
- M:** That's 8500, typically. And the population of the island is only just above 1000! The very first number I mentioned is actually how many flights land and take off in a year.
- F:** Let's include that in our presentation.
- M:** What else ... Maybe something about the type of flights the airport can be used for?
- F:** OK – so it's definitely licensed for passenger flights. And a helicopter service uses it too.
- M:** But the airport is only licensed for daytime flying, I read. If a plane has to take off or land at any other time, in the case of an emergency, they use vehicle headlights to show the pilot where to go!
- F:** Hmm ... I wonder how easy it is for a plane to land there.

M: Well, for such a tiny airport, you'd expect there to be just one runway – you know, where the planes land. But there are three! Not in a line, or like sides of a square – they're arranged like a triangle. That means any plane arriving can choose the best runway, depending on the direction of the wind!

F: Cool! **

Pause 00'25"

R1 Now you will hear the conversation again.

Repeat from * to **

Pause 00'30"

That is the end of Exercise 5, and of the exam.

In a moment your teacher will collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.

Pause 00'10"

R1 Teacher, please collect all the papers.

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ENGLISH AS A SECOND LANGUAGE

0991/41

Paper 4 Listening (Extended)

October/November 2023

MARK SCHEME

Maximum Mark: Please Specify

<p>Published</p>

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **5** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Exercise 1

Question	Answer	Marks
1(a)	(the) castle	1
1(b)	near (the) river	1

Question	Answer	Marks
2(a)	(the) printer	1
2(b)	(the) instruction(s)	1

Question	Answer	Marks
3(a)	(the) electricity bill	1
3(b)	technology	1

Question	Answer	Marks
4(a)	(checking) registration(s)	1
4(b)	(the) finishing (line)	1

Exercise 2

Question	Answer	Marks
5(a)	design	1
5(b)	flexible	1
5(c)	sound(s)	1
5(d)	roof(-)top(s)	1
5(e)	art(s) studio	1
5(f)	sport(s) centre / sport(s) center	1
5(g)	January	1
5(h)	display	1

Exercise 3

Question	Answer	Marks
6(a)	Speaker 1 C	1
6(b)	Speaker 2 B	1
6(c)	Speaker 3 F	1
6(d)	Speaker 4 E	1
6(e)	Speaker 5 D	1
6(f)	Speaker 6 G	1

Exercise 4

Question	Answer	Marks
7(a)	B	1
7(b)	A	1
7(c)	C	1
7(d)	A	1
7(e)	B	1
7(f)	C	1
7(g)	C	1
7(h)	B	1

Exercise 5 Part (a)

Question	Answer	Marks
8A(a)	motorways	1
8A(b)	approach	1
8A(c)	holding pattern	1
8A(d)	(tall) tower	1
8A(e)	concentration	1

Exercise 5 Part (b)

Question	Answer	Marks
8B(a)	shell(-)fish	1
8B(b)	tide(s)	1
8B(c)	8,500	1
8B(d)	emergency	1
8B(e)	triangle	1